



## Portsmouth Education Partnership (PEP)

### Curriculum and Remote Learning Group

#### Terms of Reference (October 2020)

##### 1. Introduction

**The Curriculum and Remote Learning Group will support the implementation of the Portsmouth Education Strategy 2020-2023, contributing to the vision and overall themes of the strategy, and leading on Priority 2 of the strategy.** (Implement a digital learning strategy for the city that supports learning both at school and at home)

Our vision as outlined in the Portsmouth Education Strategy is that through working together we can ensure that: *All children and young people make good progress through education which sets high expectations for them, is infused with restorative high support and high challenge and which is supported through leading edge use of digital technology, empowering them to drive their own learning anywhere.*

A central theme of the PEP strategy is inclusion - *creating an educational environment that is welcoming to all children and young people and not giving up on any child whatever their circumstances.*

The strategy will also have running through it a commitment to engage with schools and partners to develop and share anti-racism training and resources in response to Black Lives Matter.

Covid-19 has brought the potential of digital technology to effectively deliver remote learning to fore, but exploiting its use is not new. Discussions were underway early this year before the pandemic about how a city wide approach could be developed which supported learning both in school and at home and which could ultimately drive improved outcomes in terms of attainment and progress.

Although the technology needed to make remote learning happen is important, the teaching still comes first. According to a research paper by the Education Endowment Foundation (EEF, 2020; SecEd, 2020), the thinking behind the structure of the lesson is the key: **“Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.”**

This group has been designated to build upon the Curriculum, Digital and Home Learning Workstream group set up during the COVID-19 lockdown and partial opening of schools from 23<sup>rd</sup> March – 22<sup>nd</sup> July 2020, chaired by the seconded Senior HMI to Portsmouth.

## 2. Key purpose

The key purpose of the Curriculum and Remote Learning Group is to drive forward and support the implementation of specific key actions set out in this focused priority of the Portsmouth Education Strategy (see appendix).

This Group has been designated to build upon the Curriculum, Digital and Home Learning Workstream group set up during the COVID-19 lockdown and partial opening of schools from 23<sup>rd</sup> March – 22<sup>nd</sup> July 2020, chaired by the seconded Senior HMI to Portsmouth.

Following the work of this group, including forming some Principles of Protected Learning agreed across the Portsmouth Education Partnership and establishing a baseline of how schools were providing learning for pupils at home, it now aims to bring together professionals with the knowledge and skills who will act either individually or collectively on behalf of the group in order to achieve objectives of specific actions and projects agreed by the group.

Additional sub groups / task and finish groups may be established to focus on particular aspects within the actions set out in the Appendix of this document.

## 3. Key responsibilities

The Curriculum and Remote Learning Group will:

- a) **Support** Portsmouth schools, colleges and settings to continue to improve the quality of their remote learning existing offer including by having a strong contingency plan in place for remote education provision by the end of September 2020.
- b) **Establish** a clear and agreed vision for what effective remote learning looks like for children and young people in Portsmouth, both on a contingency basis where they may be required to learn from home due to Coronavirus, and when we return to "business as usual".
- c) **Liase** with both the Digital Learning/Drivers' steering group, Digital Pioneers' and Digital Donation groups to establish a Digital Strategy across the city in order that no school is left behind with a view to education being delivered through the use of technology.
- d) **Facilitate** training, support and development for schools, colleges and settings and their staff so that all children and young people receive their full entitlement to a

quality education, whether this is in school, at home or blended i.e. a combination of both.

- e) **Consider** the requirements of both the curriculum and the pedagogy required, when teaching, learning and assessment is delivered through digital means, and support schools and staff in this.
- f) **Recognise** the challenges of accessibility and focus on solutions to address inequalities of provision which impact most on disadvantaged pupils and those from vulnerable groups.
- g) **Work** with local and external services and partners to enhance the quality of education provision for all Portsmouth children and young people through a network of professionals who can establish strong partnerships with clear channels of communication and collective responsibility.

#### 4. Membership

The membership of the Curriculum and Remote Learning Group is as follows:

|                 |                                 |
|-----------------|---------------------------------|
| Chair:          |                                 |
| Vice-Chair:     |                                 |
| Debbie Anderson | Head of School Improvement & EY |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |
|                 |                                 |

The membership of the Group will be continually reviewed and monitored.

In the spirit of openness and transparency, any headteacher within the city is at liberty to request to attend meetings of this group/board in the capacity of an observer.

#### 5. Chairing, frequency of meetings and administration

The Curriculum and Remote Learning Group will be chaired or vice-chaired by a local education leader from an education setting or Multi Academy Trust. The length of

service will be for at least one year and will be reviewed at the end of each academic year.

The Group will meet at least termly.

Minutes of the meetings will be circulated to all members as soon as available and shared on the PEP website. The agenda and supporting papers will be sent out in advance of each meeting.

## 6. Accountability and governance arrangements

The Curriculum and Remote Learning Group will report and be accountable to the PEP Strategic Board.

## Appendices

### Appendix 1

Key actions for 2020/21 from the Portsmouth Education Strategy 2020-2023 Priority 2 :  
Implement a digital learning strategy for the city that supports learning both at school and at home

1. **Establish a strategy group of school leaders / pioneers** who can agree and drive forward a digital learning strategy for the city under the 'Imagine Portsmouth' banner and begin to showcase digital delivery. This will be a continuation of the curriculum, digital and home learning work stream but with an expanded membership to include more pioneer schools.
2. **Develop, in consultation with schools, MATs, and other partners a three year digital learning strategy for Portsmouth** with clear expectations about the way in which secondary, primary, infant, junior and special schools, colleges and early years settings will increase their use of technology to enhance learning over the three years.
3. **Support schools and other education settings to effectively exploit the potential of digital learning both in school and at home.** This will include a high quality CPD offer (incorporating safeguarding and a focus on assessment and feedback) technical support and a series of events and workshops to promote digital learning and showcase local good practice and membership of the Ed Tech Programme.
4. **Ensure all schools have in place by the end of September 2020 contingency arrangements for remote education** which meet the expectations set out in the DFE guidance in the event of a local outbreak in a school or a local lockdown in a community.
5. **Significantly reduce the number of children with no access to either appropriate devices or to the internet.** In the short to medium term this will include the distribution of devices through a number of avenues including nationally funded government schemes and local schemes through Shaping Portsmouth, LA Emergency Grant and the HIVE.

6. **Upskill parents and pupils** in order to support home learning and a blended offer of digital and non-digital and support schools and other education settings to build and develop better relationships with parents about their child's learning.

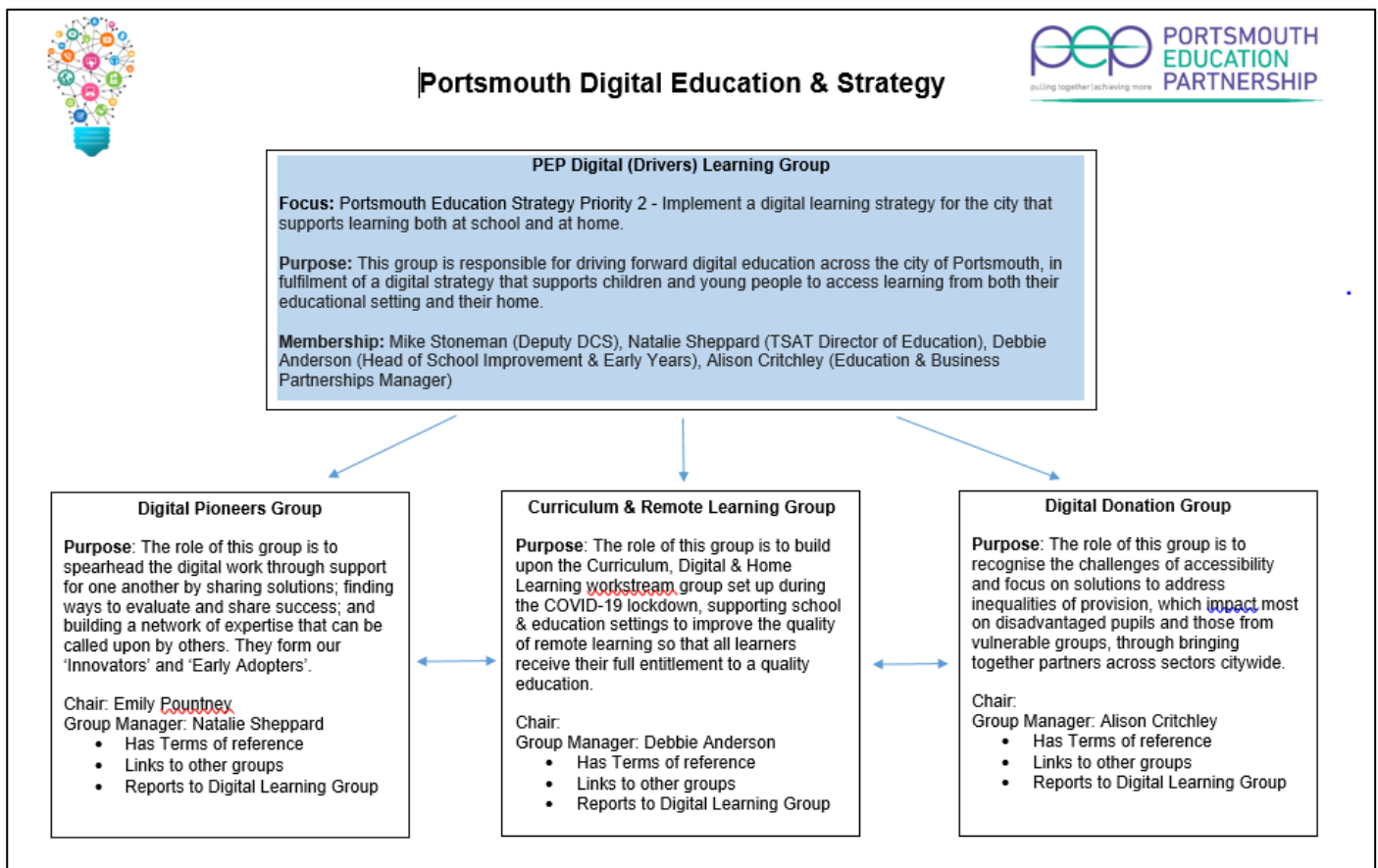
7. Ensure schools and other education settings have the information they need to make informed decisions about the most **suitable apps to support home learning and the leasing and purchase options to provide additional devices to pupils**, including 1:1 subscription models.

8. Develop and establish **support networks** across the city which encourage and support the implementation of digital learning e.g. IT managers in schools.

9. Promote to schools the **digital apprenticeship programme** that is available through Portsmouth College.

## Appendix 2

### Organisation structure of PEP Digital groups



## Appendix 3

### Glossary of terms

It is important to have a shared understanding of what is meant by some of the more common terms related to remote learning. This glossary is intended to help support consistency of use and to provide some clarity about what is meant by terms, some of which may have been previously unfamiliar. This glossary is not intended to be exhaustive or definitive, rather it is intended to be used a 'working list' to support schools and education settings.

|  |  |
|--|--|
| <b>Asynchronous learning</b>   | Learning activities undertaken without direct supervision from the teacher. These activities may be digital or traditional. Learners can complete learning activities at their own pace or within a set time period.   |
| <b>Synchronous learning</b>  | Online learning in which children and young people can learn in real time. For example, a teacher teaching to a group of children or class using digital technology.   |
| <b>Blended learning</b>  | Includes learning that happens in real time (synchronous) alongside a teacher such as online discussions, and learning which happens at the learners' pace (asynchronous) such as project work.  |
| <b>Blending learning environment (BLE)</b>                                       | A platform that is intentionally designed to imitate school. It can combine key elements of school life in one place: resources, communication and feedback that can be accessed within school and from home.  |
| <b>E-learning</b>  | E-learning or electronic learning is the umbrella term used to describe education using technology, electronic devices and digital media. Much of our learning now involves e-learning both in and outside of the classroom environment.   |
| <b>Flipped teaching</b>  | The teacher is not physically in school but delivering teaching to pupils who receive the lesson and are learning in the classroom environment e.g. live beaming from home. The class is managed by staff on site.   |
| <b>Home schooling / home educated</b><br>(also known as Elective Home Education) | When a parent/family make the decision to withdraw their child from the formal education system and decide to teach their child solely at home. Note: This is a decision made by families to teach their children from home rather than send their children to school. The lockdown situation (COVID-19) was the result of a public health need rather than parental choice or decision.   |
| <b>Home learning</b>   | Learning at home is a broad term used to describe the learning which happens outside of early learning and childcare settings and schools/colleges. It can take place through everyday activities including play and general family life. It can also happen through curriculum related activities, homework, reading and sharing books.   |
| <b>Hybrid teaching</b>   | Teaching takes place within the classroom with pupils being taught at school, whilst there is live streaming to pupils who are receiving the lesson at home through remote learning.   |
| <b>M-Learning</b>  | This is learning that's conducted on a mobile device, like a smart phone or tablet.<br>M-Learning often involves a social dimension which encourages interaction and relationships between learners, thus learning from each other. This learning tends to be available at all times in all places.  |
| <b>Remote learning / education</b>   | Occurs when a learner and teacher are separated by time and/ or distance and therefore cannot meet in a traditional classroom setting. Information is <b>typically</b> transmitted via technology such as email, discussion boards, video conferencing, live lessons etc. No physical presence is required.<br>However, where there is a lack of accessibility or through parental preference and the age and stage of development of the child, this may not be digital but hard copy/paper based and concrete practical resources. |